



Professional Learning and Collaboration Framework 2021 v 1.0

Statement of Purpose

Craigslea's Professional Learning and Collaboration Framework identifies principles and processes which support, develop and sustain *quality teaching* within a *professional learning community*.

This framework articulates principles and practices which underpin professional learning at Craigslea. It should be noted that the practices described are not performance evaluation or measurement processes.

Rationale

A significant amount of recent research indicates that traditional professional learning, short-term workshops and seminars, are ineffective in bringing about improvements in teaching and student outcomes. Craigslea's framework for professional learning is has drawn on research presented in *Aligning professional learning, performance management and effective teaching*, Peter Cole September 2012 (Centre for Strategic Education, www.cse.edu.au).

Collaboration

A core principle upon which Craigslea's framework is based is that effective professional learning is collaborative nature. The framework also aligns to the guiding principles of the *Developing Performance Framework* which was developed by Education Queensland in partnership with employee unions and education associations and demonstrates a joint commitment to supporting employee's professional development to do the best job they can.

The Developing Performance Framework provides employees and line-managers with a process, to clarify work priorities, discuss career aspirations and plan support and professional development. It aims to promote and maintain a positive workplace culture based on quality conversations about work-related practice and performance where participants' contributions are recognized and continued learning is valued.

Supporting Research

A professional learning community usually refers to school cultures which foster learning among teachers within the school; cultures in which teaching is less private, more transparent for feedback and improvement. Fullan, M (2009)

Professional learning is the formal and informal learning experiences undertaken by teachers and school leaders that improve their individual professional practice and the school's collective effectiveness as measured by improved student engagement and learning outcomes. Peter Cole 2012

Effective professional learning focuses on concrete applications of general ideas; it exposes teachers to actual practice rather than to descriptions of practice; it involves opportunities for observation, critique and reflection; it involves opportunities for group support and collaboration; and it involves deliberate evaluation and feedback by skilled practitioners with expertise about good teaching. (Elmore and Burney, 1997)

Any professional learning activity that staff participates in MUST have a positive impact on how teachers teach and how students learn. "One-off" professional development sessions (e.g.: course or a conference) do little by themselves to change practice back in the classroom. (Robinson, 2005)

Building Capacity

Michael Fullan, in his research about building and sustaining effective schools has found that to build both **school and teacher capacity** it is essential that the school leaders and teachers learn together in processes he calls Deep Learning Communities (2004). He goes on to discuss the components of what constitutes school capacity in this context and to say: School capacity is the collective power of the full staff to improve student achievement. School capacity includes and requires:

- High level knowledge, skills and positive dispositions of individuals
- Professional community
- Program coherence
- Technical resources
- Principal leadership

(Education in Motion, Fullan 2004)

Aligning professional learning activities to the strategic direction of the school supports the creation of the sort of deep learning community that Fullan recommends. This concept of alignment underpins all current thinking in looking for improvement in student outcomes through use of strategies aimed at creating effective schooling. For example, Professor Allan Luke (Bruniges, 2005) argues that the three key elements of education (curriculum, pedagogy and assessment) must be aligned for effective education.

Similarly, Professor Brian Caldwell (2007) uses the metaphor of athletes in a 'rowing eight' and how by rowing together in unison they create success through synchronicity. He uses this to symbolise the need for alignment (synchronicity) in the professional learning undertaken and directions supported through school leadership and teaching practice in a school, suggesting that if one part of the 'team' is not aligned it means poorer performance.

Building a learning culture within a school requires a shared core belief that all staff are expected to develop their professional learning and that professional learning:

- Is aligned to and consistent with the school's pedagogical model
- Is focused on evidence-based teaching practices which are consistently adopted across the school
- Is collaborative and includes sharing of practice
- Is focused on improving teaching practice
- Uses systems of support for professional learning which occur in a range of settings and groupings

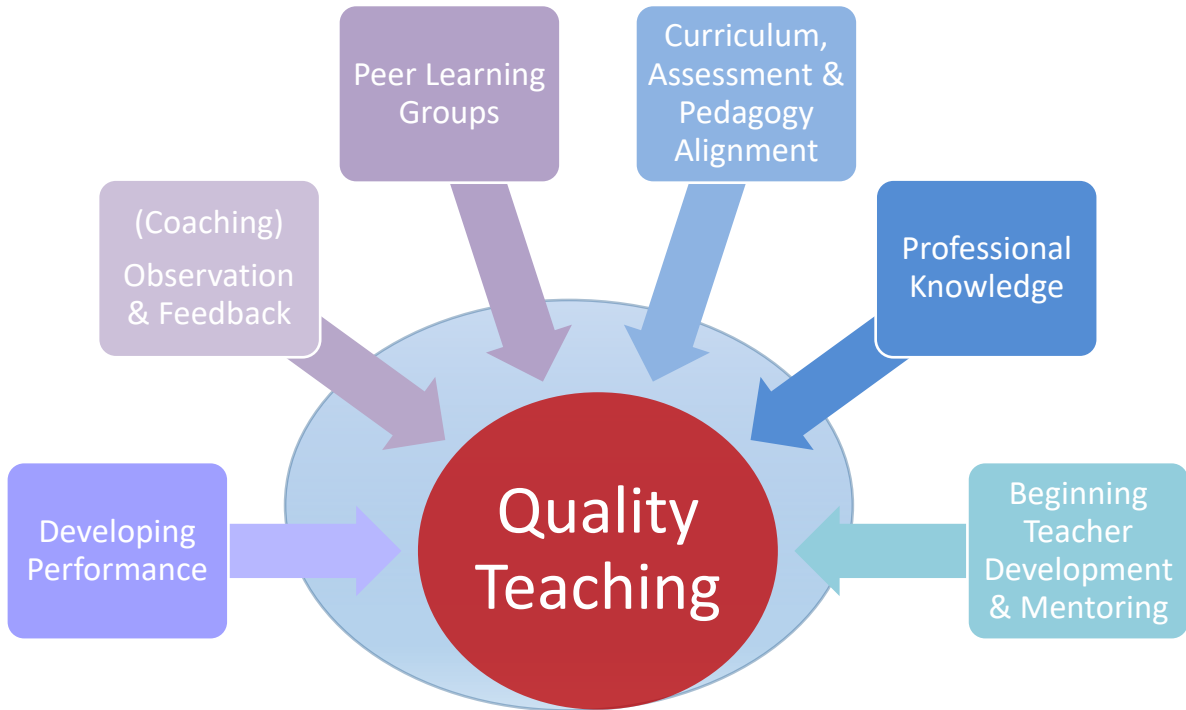
Teacher Agency

Teachers' professional development goals vary depending on their school context and professional life phase. (Louws, Meirink, van Heen & van Driel, 2017). It is important for teachers to be able to direct their own learning, to have agency over their own learning in order to fully engage in professional learning. At Craiglsea SHS, we encourage teachers to pursue their own learning goals identified in their Annual Performance Development Plan for professional learning and growth.

The status of teacher performance and professionalism is currently addressed in joint statements which are enshrined in the Certified Agreement 2012, under Part 14 – Teacher Professionalism. The joint statements, which have continued from the 2010 certified agreement through to the present, include the "Joint Statement on Teacher Professionalism and the Professional Standards for Teachers" and the "Joint Statement on the Developing Performance Framework".

Craig'slea's Professional Learning Framework: What is it?

Professional Learning Framework



The **Professional Learning Framework** components focus on **Quality Teaching** that is:

- **Planned**
- **Evidence-based**
- **Explicit**
- **Reviewed and improved**

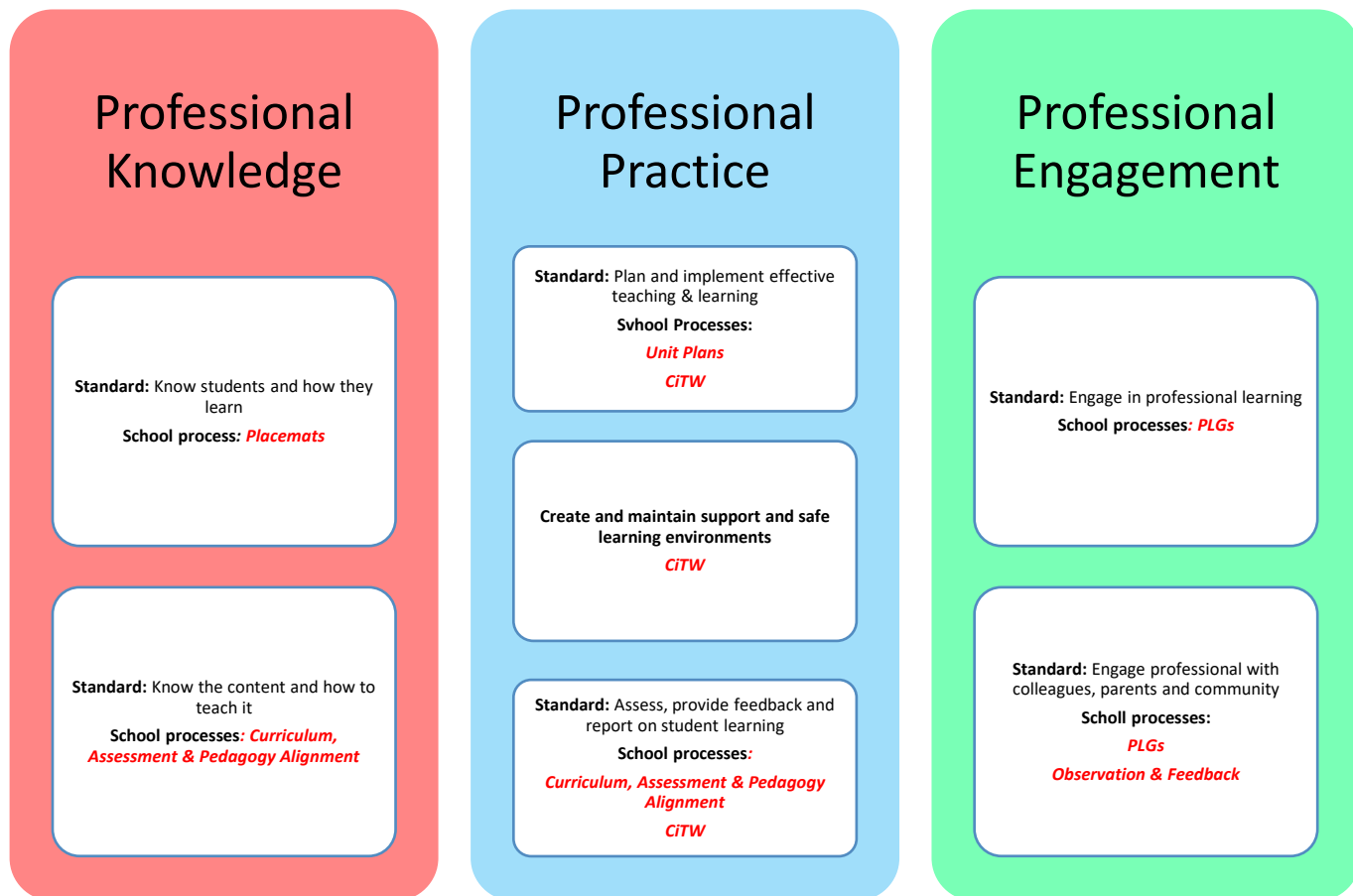
A Professional Learning Framework: How does it work?

When using the framework teachers enact **Quality Teaching** through

Components for Effective/ Balanced of Professional Learning					
Developing Performance	Observation & Feedback (Coaching)	Peer Learning Groups	Curriculum, Assessment & Pedagogy Alignment	Professional Knowledge	Beginning Teacher Development & Mentoring
<ul style="list-style-type: none"> • Individual Development Plans • Coaching 	<ul style="list-style-type: none"> • Classroom observation and feedback with peers and managers 	<ul style="list-style-type: none"> • Action learning cycle • Sharing Practice 	<ul style="list-style-type: none"> • Collaborative planning for teaching – unit planning • Assessment Moderation 	<ul style="list-style-type: none"> • Build new knowledge - on-site and external workshops 	<ul style="list-style-type: none"> • New and beginning teachers - 'Sprint Program • Mentoring

Australian Professional Standards for Teachers

Craigslea's *Professional Learning and Collaboration Framework*, annual *Professional Development Plan* and *School Pedagogical Framework* provide all teachers with access to processes and practices which enable them to demonstrate the *Australian Professional Standards for Teachers*.



Framework Components

Craigslea's Professional Learning and Collaboration Framework has six components. Together the components contribute to providing the range of learning opportunities needed by staff to engage in professional learning.

1. Developing Performance- Annual Performance Development Plan (APDP)

The APDP is completed by the teacher online with endorsement and feedback provided by the line manager using the online tool. Face-to-face meetings with the line manager are optional.

This plan is aligned to the Department of Education's Annual Performance Development process, Developing Performance Framework and the Australian Professional Standards for Teachers.

Line managers have a responsibility to work in a 'coaching' partnership with their direct reports.

2. Observation and Feedback (coaching) – feedback is a critical aspect for any work role. There are a number of ways in feedback is provided at Craigslea:

- a) Line manager – Heads of Department conduct a minimum of one classroom observation each term including providing feedback. The timing and focus of the classroom observation is negotiated with the teacher prior to the agreed observation. Generally, a specific teaching strategy or segment of a lesson is the focus of the observation.
- b) Peer to peer – peer observation can be part of Peer Learning Group process
- c) Class walk through – usually a brief visit by members of the school's senior leadership team

3. **Peer Learning Groups** – small groups of peers (3 – 4) using ‘action learning’ to develop practice in a specific teaching strategy and generally occurring over a 5-week period. All teachers are expected to participate in at least one PLG each year.
4. **Beginning Teacher Development & Mentoring** – new and beginning teachers participate in a structured ‘Sprint program’ including observation of experienced teachers practice. Trained mentors also work with new and beginning teachers
5. **Curriculum, Assessment and Pedagogy Alignment** – collaborative planning of units of work, assessment and moderation processes. Collaboration in these areas builds a consistent language of practice. It also provides the opportunity to bring together knowledge of curriculum and a coherence of teaching intent and practice.
6. **Professional Knowledge** - on-site and external learning to improve professional knowledge including professional development workshops conducted at school in a range of areas such teaching strategies aligned to the school’s pedagogical framework. It also includes access to externally provided workshops for specific knowledge and skill development, especially in new curriculum, vocational education and specialist areas such as health and safety.

Component 1: Annual Performance Development Plan - Craigslea Protocols

The APDP is completed by the teacher online with endorsement and feedback provided by the line manager using the online tool. Face-to-face meetings with the line manager are optional.

Phase 1 of the plan should be completed by week 3 of term 1 each year and Phase 3 of the plan completed by the end of the school year.

Overview

The Teacher Annual Performance Development Plan (APDP) is an interactive online application delivered through the MyHR Performance Capability and Talent (MyHR PCT) for recording and storing Teacher Annual Performance Review documentation.

This provides a state-wide template to assist in developing a plan for improving teaching quality after identifying the teacher's areas of strength and areas for development aligned to the Australian Professional Standards for Teachers (APST). The APST is the framework for teacher performance reflection. AITSL (Australian Institute for Teaching and School Leadership) developed the Standards to identify what teachers are expected to know and be able to do at four career stages: Graduate, Proficient, Highly Accomplished, and Lead.

The template further provides a format for teachers to consider specific school improvement priorities and record SMART goals developed in collaboration with a supervisor to improve the quality of teaching and learning. Teachers will also record suitable professional learning to build their capability over the plan cycle.

The Teacher Annual Performance Development Plan enables the plan owner (teacher) and their supervisor to edit their own respective areas of the plan and view the content of each other's contributions.

Access the MyHR PCT Homepage

Navigate to DET OnePortal Home page and from the Quick links, select MyHR Performance Capability & Talent; Click on the green arrow next to MyHR Performance Capability & Talent. MyHR Performance Capability & Talent will open.

Setting-up your annual plan

1. Select **My Plans from the top menu bar**
2. Select **+ Create New Plan** (top right hand corner)
3. Complete details on the next page NB; your supervisor is your HoD. Leave the **Reviewer name and email blank**

For supervisors to access a plan for Teacher that you supervise

1. From the MyHR PCT Home Page Menu Select My Supervision → Supervisor Plans
2. Search for the teacher's plan through the plan owner's name column. Select the filter (funnel) icon, then select Contains and type the surname, first name or user id of the teacher and click Filter
3. Select the edit button next to the corresponding plan to action or view an existing plan
4. Edit plan form opens

Plan Summary

The plan has been divided into a series of sections and sub-sections

Introduction	
Pre-reading	Recommended readings of companion documents.
School Priorities	Listing of school priorities for plan alignment.
Phase 1	
Reflection and Goal setting	
Reflection tools	Description and hyperlinks identifying the reflection frameworks available to teachers for APDP alignment.
Reflection	The plan owner (teacher) can record areas of strength and areas for development with reference to the 7 standards of the Australian Professional Standards for Teachers (APST).
Goal setting	Table for entry of SMART Goals, Actions to develop capability (professional learning plan), and Indicators of success.
Optional – Career aspirations	Table for entry of career goals and aspirations (optional).
Phase 2	
Professional practice and learning	
Enacting of the plan over the twelve-month cycle.	Recording of reflections, feedback and evidence as the performance development plan cycle is completed.
Phase 3	
Feedback and review (final review)	
Review of performance against planned goals	Culminating review which is a formal performance development review that includes provision of verbal and written feedback.
Teacher's overall comment	Teacher records overall comments regarding review outcomes. The template includes guiding questions.
Supervisor's comment	Supervisor provides final review comments on development against planned goals.
Supervisor's endorsement	Supervisor can select <i>Complete plan</i> to progress plan to Complete status. Supervisor may revert the plan to <i>Pending Final Review</i> if further work or update is required.
Log of Significant Communication	
Log of significant communication	An interactive environment where both the Teacher and Supervisor can record interactions and communications relating to performance development.
Supporting Documentation	
Attachments	<p>Either the Teacher or their supervisor can attach any supporting documents to the plan at this location.</p> <p>Items including meeting minutes, professional learning certification, and readings can be located with the plan.</p>

Overview of the Teacher Performance and Development Plan Process (Plan Life-Cycle)

1. Draft

Draft is the plan status before agreement is reached. Before you press Share with Supervisor, only the plan owner can see the plan

In Draft the plan owner responds to:

- Introduction
- Phase 1 Reflection, Goal setting, Professional Learning

Plan Progression- (Teacher – Supervisor)

When data entry for Phase 1 is complete, the plan owner can progress the plan to the next status via the Share with Supervisor button.

2. Pending Agreement

In Pending Agreement status, the plan owner can still update Phase 1 content.

The supervisor can endorse the Teacher's content in Phase 1 (if agreement is reached), or revert the plan to draft status using the Revert to Draft button to allow the Teacher to further update their content of the plan if agreement has not yet been reached.

Plan Progression- (Supervisor or Plan Owner)

When Phase 1 is complete and agreement is reached, the supervisor can progress to agreed status via the Agree Plan button.

3. Agreed

In Agreed status, ongoing monitoring and Interim Review are completed.

The Teacher records a log of their ongoing learning and capability development progress towards their performance goals.

The supervisor will review these responses prior to the Interim Review and Final Review.

Plan Progression- (Plan Owner-Supervisor)

When Phase 3 – Feedback and review, is due, the Teacher can respond to the Phase 3 tasks and then progress their plan to: Pending Final Review status via the Set to Pending Final Review button.

4. Pending Review

In Pending Final Review status, Phase 3: Final Review of Plan and the final performance review (formal review) will be completed.

The Teacher completes Review of performance against agreed goals, and Log of Significant Communication.

The Supervisor completes Supervisor Review of Plan.

Plan Progression-(Supervisor)

When the Final formal review of Phase 3 and the Log of Significant Communication are complete, the supervisor updates the interim review date and end review date and checks them as completed. The Supervisor will then progress the plan to complete status via the Complete Plan button.

5. Complete

In Complete status, neither the plan owner nor the supervisor can make any further changes to the plan.

However, both will have read- only access to the plan.

If either the plan owner or supervisor needs to further update the plan they can use the Revert to Pending Final Review button to update their plan.

The supervisor would then need to re-complete the plan through the Complete Plan action button.

The plan life-cycle has been completed. A new plan can be commenced for the next Annual Performance Development Plan cycle.

Component 2: (Coaching) Observation and Feedback - Craigslea Protocols

As part of the coaching relationship between teachers and their line manager classroom observation and feedback will be arranged with the teacher. Observation and feedback can occur with the line manager, peer or member of the school's senior leadership team. Discussion with the teacher will occur prior to observation and feedback.

All line managers work in a coaching relationship with those staff they supervise. Coaching conversations and processes are naturally adaptive to suit the different needs of individual teachers.

Principles for Coaching

The quality of teaching is one of the most significant factors which improves student learning. Research shows that it is the pedagogical approach that is the teaching strategies and delivery that make a difference to learning, not changing the curriculum.

Instruction coaches (IC's), by providing intensive, focus support for professional learning, do "something" about change. This is where teachers are moved beyond just talking about what they have explored and learnt about and putting it into action by doing something about it. (Knight, 2008, p. 11)

Coaching develops a clear focus on what must be achieved, uses a collaborative process based on respect, creates awareness and clarity for options and solutions, supports staff to set achievable goals and helps plan simple actions

Coaching also provides the foundation for new growth, from ideas gained from other sources such as conference, workshops and seminars.

Importantly coaching is not a performance measurement process. It is collegial and focused on pedagogy and planning for teaching. It is based on genuine conversations between colleagues aimed at improving practice using confidential observation and feedback processes.

Coaching requires a trusting relationship and sufficient time to provide the individualized professional learning that is most relevant to a teacher's needs.

Coaches often employ collaborative conversations (sometimes referred to as conferences), model lessons, observations, and mutual problem solving to assist teachers in implementing and mastering new teaching practices.

The person receiving the coaching agrees that an improvement in practice, focused on improved student achievement, is important.

Components of good coaching

1. Develops a clear focus on what must be achieved
2. Uses a collaborative process based on respect
3. Creates awareness and clarity for options and solutions
4. Supports staff to set achievable goals
5. Helps plan clear and simple actions
6. Outlines the ongoing process for reporting on progress.

Component 3: Peer Learning Groups - Craigslea Protocols

Peer learning groups consist of 3 – 4 teachers and a peer coach. The peer coach facilitates an action learning cycle with the group in which a specific teaching strategy forms the focus of observation, feedback, analysis and sharing of practice within the group. Engagement as a group member would typically be for approximately five weeks.

Action Learning or Action Research typically has four phases:

1. Plan: Decide what is going to be focused upon and plan what you *are going to do*
2. Action: Carry out plans
3. Evidence: Collect evidence about what happens
4. Reflect: Reflect on the evidence in order to make judgments about what occurred

This professional learning activity provides an opportunity to work with peers in a confidential environment.

Component 4: New and Beginning Teachers (Sprint Program) - Craigslea Protocols

The title for the program to support new and beginning teachers was derived from Simon Breakspear's recommended Sprint Process, a way to approach teacher learning and improvement.

The school's version of the Sprint process is essentially about engaging new and beginning teachers in short bursts of intensive learning, with a focus on Professional Practices, one of the four key areas of AITSL's induction program.

New and beginning teachers are mentored by an experienced teacher who has developed skills in mentoring. This is a structured program where mentors work together to develop effective practices and the group of mentees also come together to share learning.

"Simply using the strategies at random will not raise student achievement; teachers must also understand how, when and why to use them" - Bryan Goodwin, Simply Better

Component 5: Planning to Teach - Craigslea Protocols

Unit planning is a critical stage of implementing effective teaching practices in the classroom. A unit plan clearly aligns and identifies:

1. What is to be taught i.e. alignment to the syllabus
2. What evidence students need to demonstrate i.e. the assessment tasks and criteria and
3. How the curriculum will be taught i.e. the sequence of teaching strategies aligned to the school's pedagogical framework (CtW)

Unit planning also needs to be a collaborative process where the teachers involved come together to ensure synchronicity through:

1. Clarify the intended curriculum and assessment criteria
2. Identify the key sequence of learning
3. Identify common evidence-based teaching strategies

All teachers are provided with time to work collaboratively with teaching colleagues to develop and review units of work. These professional activities are planned and coordinated by faculty Department Heads.

Component 6: Professional Knowledge - Craigslea Protocols

Craigslea Professional Learning Framework emphasizes the importance of on-site, collaborative approaches to professional learning. There are however, times when new knowledge needs to be accessed through seminars and workshops. Syllabus changes, new curriculum and Vocational Education training requirements mean that some staff need to access seminars and workshops from time to time. These learning opportunities should be identified in PDPs and planned in consultation with Department Heads. On returning from external professional learning there is an expectation that new knowledge is shared with appropriate colleagues.

Principles for Professional Learning and Collaboration at Craigslea

The goal of professional collaboration and learning is to improved student achievement. It is based on:

- A shared commitment to improving learning for all students
- A focus on results: individuals and teams identify goals for student achievement, work together to achieve goals and review evidence of success
- Quality professional relationships developed in a climate of trust
- Systems of collaborative inquiry include sharing practice

Working together and supporting each other in a climate of trust:

- Represents a collective effort to improve student learning
- Provides professional learning for all staff
- Builds knowledge and capability through coaching and feedback
- Uses data for reflection and improvement

Specific 'bit-size' changes in practice will form the focus of professional learning at any one time i.e. specific teaching strategies, from Craigslea's pedagogical framework, will be targeted for attention.

Collaborative learning, whether it is a coaching situation or peer learning group, is based on principles for effective partnerships. Collaborative Partnerships are characterized by:

Equality: Instructional coaches and coachees are equal partners in a collaborative professional relationship. Instructional coaches listen with the intent to learn and then respond, rather than with the intent to persuade

Choice: In partnership, one individual does not make decisions for another. An instructional coach meets a coachee where they currently are in their practice and offers choices for learning.

Voice: Instructional coaches use coaching as a process that helps the coachee find their voice, not a process to make them think in particular ways

Dialogue: Partners engage in conversation, learning together as they explore ideas. Coaches listen more than they tell.

Reflection: In a learning partnership one of the most important choices will be how to make sense of whatever we are proposing to learn or improve. Coaches provide enough information so that the coachee can make their own decisions.

Praxis: In the partnership, instructional coaches focus their attention on how to use ideas in the classroom as those ideas are being learned – applying learning real-life practice as you learn

Reciprocity: Instructional coaches should learn alongside the coachee. Learning from coachees enhances a coach's ability to collaborate with other coachees and the coach's skill in using applying new teaching practice.

Appendix 1.

Craigslea State High School

Collegial Engagement - Peer Learning Groups 2021

Version 1.0 2021

Background

Peer Learning Groups are a key part of professional learning culture and practice at Craigslea SHS. In company with other elements of a conceptual approach, the PLGs contribute to quality teaching.

Teachers at Craigslea have been engaged in action research in Peer Learning Groups for approximately seven years. These PLGs are formed by teachers coming together to investigate a selected focus question for research within the context of the school's pedagogical framework and strategic priorities.

A core principle upon which Craigslea's *Professional Learning Framework* is based is that effective professional learning is collaborative in nature. The framework also aligns with the guiding principles of the Developing Performance Framework which was developed by the Department of Education in partnership with employee unions and education associations.

A professional learning culture within a school requires a shared core belief that all staff are expected to engage in professional learning that is:

- aligned to, and consistent with, the school's pedagogical model.
- focussed on evidence-based teaching practices which are consistently adopted across the school.
- collaborative and inclusive of shared practice.
- focussed on improving teaching practice.
- supported by, and situated in, a range of settings and groupings.

Teacher Agency

Teachers' professional development goals vary depending on their school context and professional life phase. (Louws, Meirink, van Heen & van Driel, 2017). It is important for teachers to be able to direct their own learning, to have agency, in order to fully engage in professional learning. At Craigslea SHS, we encourage teachers to pursue their own learning goals identified in their Annual Performance Development Plan for professional learning and growth. PLG research focus areas are self-selected by participating teachers

New Syllabus Implementation

Changed work demands associated with the implementation of new QCAA syllabuses have shifted our work focus since early 2018 and will continue to do so until at least 2021. In response to this shift in work focus, Peer Learning Group processes have been adjusted to compliment the new work and provide a mechanism for teachers to collaborate in the implementation process.

When implementing curriculum, including new QCAA syllabuses, the alignment of curriculum, assessment and pedagogy is critical. Reviewing and evaluating the effectiveness of new assessments and pedagogies are vital aspects of the implementation process.

The Process

Prepare Phase Disciplined Dialogue	Sprint Phase Deliberate Practice	Review Phase Developmental reflection
<ul style="list-style-type: none"> Identify the narrow focus of interest within a broad field Construct a very specific guiding question for action research or lesson observations Explore research literature Design the research, including means of evaluating impact within a timeline. 	<ul style="list-style-type: none"> Systematically implement strategy re specific element of practice Engage with peers in PLG to build capacity/knowledge. Collect evidence (this can include class observations) Sustain motivation Make adjustments necessary. 	<ul style="list-style-type: none"> Analyse data/evidence Evaluate impact of strategy on practice/ student learning Evaluate knowledge gained and means of transferal to future practice Reflect collaboratively in writing Share findings with colleagues Identify next step (so what?).

(adapted from Simon Breakspear's presentation, 2019)

Prepare Phase

Step 1: Your Choice

- Select your 'narrow area of focus'. This can be done through informal conversation with peers or individually. The facilitator will publish all identified focus areas to help create peer groups.
- Working with peers from outside of your faculty can often provide wider scope and context.
- Groups of three are preferable

Areas of focus can include:

- Impact of a specific teaching strategy either through implementation by each group member with appropriate evidence collected **OR** through peer lessons observations and feedback
- Effectiveness of a specific assessment instrument
- Implementation of a specific ICT/ eLearning strategy

Step 2: Proposal Form

Complete the PLG proposal Form and return it to the facilitator (Patsy) by the due date.

Step 3: Getting started

- Meet with the Facilitator (face-to-face or via electronic communication) – the timing of the meeting is by group consensus. Meetings can be held during scheduled class time and teachers covered of the time of the meeting. Meetings will generally take approximately 20 minutes
- Construct the guiding question and design the research
- Establish consensus regarding future meetings and protocols
- Remember; this is called a 'sprint' so a relatively short timeframe is used, generally around 5 weeks

Deliberate Practice Phase

Step 4: Implement

- Group members either implement the strategy and collect evidence or conduct class observations
- The facilitator will maintain contact with group members during the sprint either in person or via email
- Lesson observations – lessons can be covered to facilitate peer observations on request
- Groups may choose to meet at other unscheduled times

Review Phase

Step 5: Review

Collection of evidence, evaluation and documentation be undertaken by the facilitator (Patsy) of the PLGs in the following way:

- PLGs debrief with facilitator after research about the pre-stated guiding statements or questions - approximately 30 minutes. A time and venue will be pre-arranged with potential for class coverage if necessary
- The facilitator completes the written evaluation from the focus group discussion, given drafts are provided to the groups for feedback.

Time to meet with peers

A number of staff meetings will be scheduled for all staff to meet with their peer learning groups where requested and/or necessary. Faculty meetings can be scheduled for meetings as necessary. Examples of meeting goals include (a) initial design of research or (b) group analysis of data or (c) documentation of research findings.

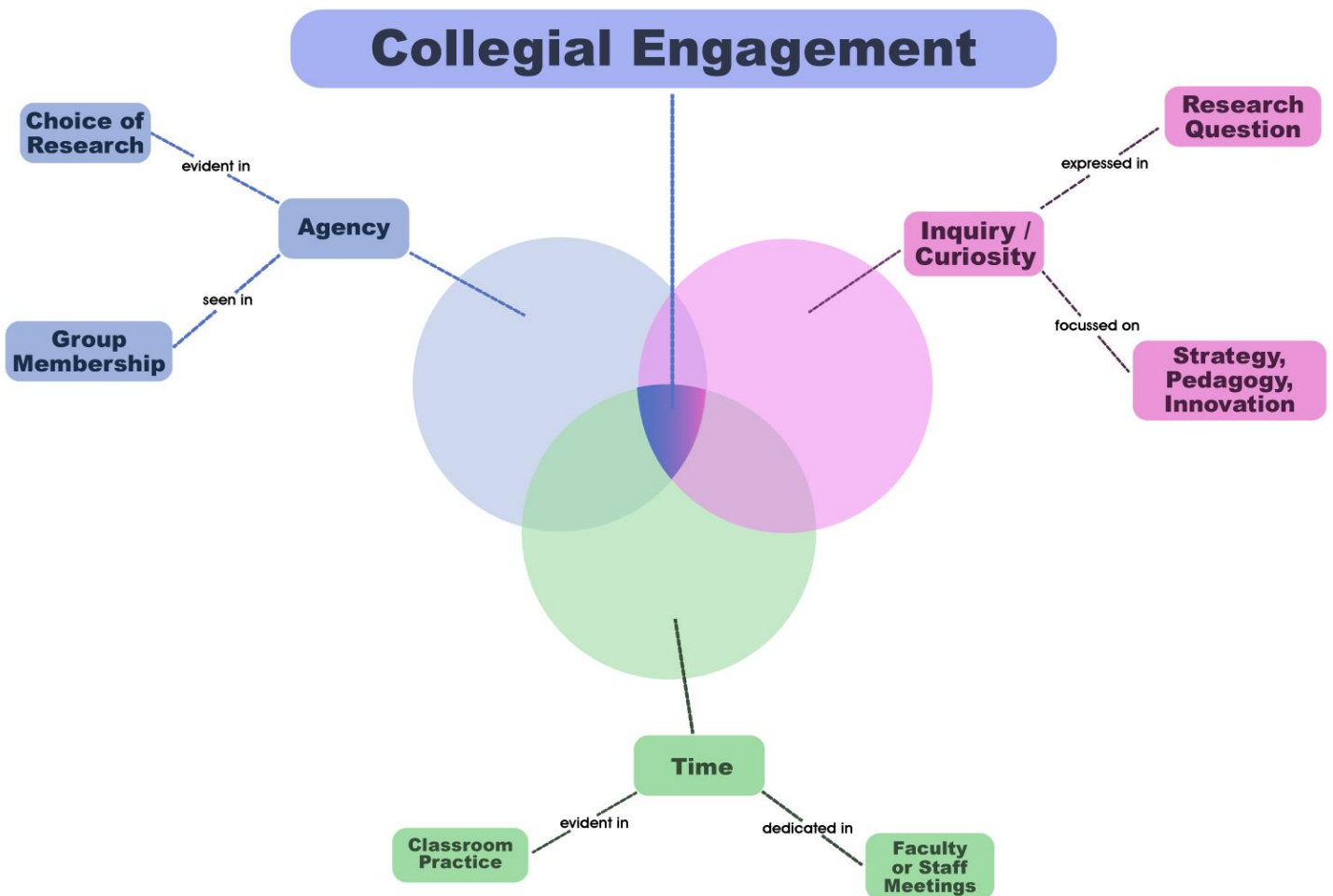
A Record of the Work

Formal documentation of collaborative learning and engagement in research with peers has been in place from 2015. In addition, ongoing documented evaluation of the school's approach has been undertaken since 2015. Detailed evidence of the benefits of collegial engagement to teacher learning is available in the form of school-based publications held in the library. Volumes One to Four provide examples of focus questions guiding the research as well as reflective evaluations on the impact of the research on student or teacher learning. Volume Five contains previously published papers, conference presentations or formal reports to the DET on research undertaken at the school. Thus not only have the benefits of collegial engagement been celebrated within the school, but also externally. Volume Six, documenting 2019 research, is in the final stages of publication. DET's Evidence Hub provides further formal documentation of the way PLGs have supported collegial engagement in the school.

Louws, M., van Veen, K. Meirink, J., van Driel, J. (2017). Teachers' professional learning goals in relation to teaching experience. *European Journal of Teacher Education*. 40 (4). 487-504.

Peer Learning Groups

Supporting Quality Teaching in a High Performing School





Peer Learning Groups 2021

Proposal Form

Name	
Peers (Optional)	1.
	2.
Preferred Area of Focus (✓ one)	
	Teaching strategy to address syllabus specific conditions
	Implementation of a specific ICT / eLearning strategy
	Effectiveness of a specific assessment instrument
	Other Description
Approach (✓ one)	
	Classroom Implementation
	Observation or peer class
Return to Patsy by 5 Feb 2021	

Appendix 2.

Craigslea uses *Classroom Instruction that Works* as the instructional model to inform our pedagogical approach, planning framework and teaching strategies. A consistent language of learning and practice in classrooms across the school is important to ensure that teaching practice can be shared, observed, discussed and analysed.

The following lesson model provides a framework which identifies the different phases of a lesson and the essential features of each phase. The model can be used to:

1. Guide planning and delivery of a lesson and
2. Provide structured indicators for observation and feedback

This model has been developed to align with Craigslea's instructional approach (*Classroom Instruction that Works*) and is adapted from Peter Cole's model in *Aligning professional learning* (2012).

Alternative lesson models can be used where focus on a specific aspect of a lesson may be required. Any lesson model used should:

1. Use the common school language aligned to *Classroom Instruction that Works*
2. Be discussed and clarified with the teacher being observed prior to the lesson

Craigslea State High School Structured Observation and Feedback Lesson Elements			✓	
Lesson Phase	CIW Strategies	Elements and strategies These strategies are not exhaustive and can be developed further		
Beginning	Setting Objectives Create Interest	<ul style="list-style-type: none"> Stimulate interest and curiosity e.g. visuals Lesson objectives and success criteria clearly displayed and established with students Connect learning to real-world experiences Positive relationships with and between students 		
	Reinforcing Effort Learning Intentions	<ul style="list-style-type: none"> Use student friendly language Learning goals, for the unit, are evident in student planners Make task/ assessment requirements clear e.g. "by the end of the lesson you will be able to/ have completed ..." Show examples of expected student work/ performance 		
Teacher Input	Active prior knowledge	<ul style="list-style-type: none"> Opportunities for students to demonstrate their current level of understanding. Review/ connect to prior learning - cues, questions, advanced organizers to help make connections with what they already know 		
<input type="checkbox"/> (✓) Developing Understanding - Constructing Declarative Knowledge				
<i>Decide whether the students are 'Developing Knowledge' (Constructing)</i> OR <i>Extending & Applying Knowledge (Transforming)</i>	Develop Understanding	<ul style="list-style-type: none"> Identify the words and phrases that are most important to the content that students are learning: Vocabulary – non-linguistic representations Identify details (facts, dates, time sequences): Cues, questions, advanced organisers to help make connections to prior knowledge/ structured note taking, graphic organizers Organising ideas (generalizations and principles) students need to learn: Graphic organisers, metaphors and analogies Determine how to provide feedback to students about declarative knowledge in the unit/lesson Identify homework assignments that help students deepen their understanding of declarative knowledge or help them make additional connections - use vocab. and connect facts to other contexts 		
	<input type="checkbox"/> (✓) Developing Understanding - Constructing Procedural Knowledge <i>(Skills, tactics and processes)</i>			
	Develop Understanding	<ol style="list-style-type: none"> Constructing models <ul style="list-style-type: none"> Demonstration through cues, questions, advanced organizers, graphic organizers Creation of examples to demonstrate different approaches Take and summarize learning Shaping and internalizing <ul style="list-style-type: none"> Guided practice Independent practice – including homework Provide feedback on accuracy/speed 		
Check for Understanding Monitor whether students have 'got it' before proceeding.	<ul style="list-style-type: none"> Use questioning for understanding – use wait time Ask for justifications and clarification Address misconceptions Have students paraphrase and summarise 			

Guided practice	☐ (✓) Extend and Apply Declarative Knowledge - Transforming Knowledge	
	Extend and Apply Knowledge	Identifying Similarities and Differences Provide opportunities for students to make connections among new vocabulary and deepen their understanding of the generalizations and principles by: <ul style="list-style-type: none"> • Comparing or Classifying • Creating metaphors (abstracting) or Creating analogies (relationships)
		Generating and Testing Hypotheses Identify complex reasoning process being used: <ul style="list-style-type: none"> • Inferring: making inferences from information or identifying rules based on observations or patterns • Deducing: applying a generalization or rule that is known to make predictions • Systems analysis: analysing the parts of a system • Problem solving (including decision-making and invention) • Experimental inquiry: generating a* -and testing explanations of observations • Investigation: identifying and resolving issues regarding past events • Writing good explanations of conclusions before generating a hypothesis i.e. Constructing Support, Analysing Errors or Analysing Perspectives
	☐ (✓) Extend and Apply Procedural Knowledge – Transforming Knowledge	
	Extend and Apply Knowledge	Steps <ol style="list-style-type: none"> 1. Establish a personalized specific goal 2. Plan for practice of skills and processes 3. Provide feedback that focuses on understanding of key features 4. Provide opportunities for students to focus on accuracy, precision, clarity, restraint of impulsivity and intensity 5. Provide homework that focuses on developing automaticity
	Direct instruction	Provide direct instruction of the process being applied: <ol style="list-style-type: none"> 1. Help students understand the process 2. Give students a model and practice 3. Focus on critical steps in the process 4. Use cues – graphic representations (posters etc.), guiding questions, explain thinking <ul style="list-style-type: none"> • Create tasks which require students to generate and test hypotheses about the details and principles of the lesson • Give clear instructions, timeframes and expectations • Provide a range of task that appeal to different learning styles and ability levels • Engage eLearning tools • Provide feedback on the application of generalizations and principles • In-class and homework assignments requiring students generate examples of principles or apply them to new situations
	Cooperative Learning	<ol style="list-style-type: none"> 1. Do students need to learn or review group skills? 2. Which activities require cooperative groups? 3. For each activity do students have formal roles and accountability? e.g. reciprocal teaching
	Providing Feedback	<ul style="list-style-type: none"> • Move around the room • Identify students needing additional support • Provide comments/ written feedback on work
Provide Recognition	<ul style="list-style-type: none"> • What specific achievements will be recognized, when and how? • For which students is it most important to provide recognition? • Are there opportunities for students to recognize one another's achievements? • How will I provide recognition? 	
Independent Practice	Assigning Homework and Providing Practice	Practice, review and apply knowledge or Practice for proficiency of a skill or process <ul style="list-style-type: none"> • In the same lesson or a future lesson (short and focused); • Plan for a repeating schedule to consolidate learning • Provide homework to practice skills/ processes to speed, accuracy, fluency, conceptual understanding • Provide feedback on homework
Review	Conclude lesson by reviewing and clarifying the key points, tying them together in a coherent whole. When and how will students provide their own feedback?	



Lesson Observation Feedback Tool

Observer:			Date:	
Observed Teacher:	Subject:	Lesson:	Agreed Observation Focus:	
1. What I saw When you implemented the agreed observation focus	Observer Notes:			
2. What I liked About how you went about it	Observer Notes:			
3. What I will try?	Teacher Notes:			